

**During this week, complete the attached assignments.
Please return this packet to any PfISD campus that provides curbside meal pickup.**

**Durante esta semana, completa los trabajos adjuntos.
Por favor devuelva este paquete de trabajo en cualquiera de los lugares del distrito de PfISD que ofrece comida para llevar disponible para recoger al lado de la acera.**

Student Name / Nombre del estudiante: _____	Id#: _____
Campus / Escuela: _____	Teacher / Maestra/o: _____



1st Grade / 1^{er} Grado

Paper-Based Instruction / Instrucción impresa

Week of May 4th / Semana del 4 de mayo

What are we learning this week?

Math	Science	Social Studies	Language Arts
Define money earned as income. Identify income as a means of obtaining goods and services, oftentimes making choices between wants and needs. Count by twos, fives, and tens to determine the value of a collection of pennies, nickels, and/or dimes.	Characteristics of all living things change as they grow up to be an adult. <ul style="list-style-type: none"> How do animals like fish change as they grow throughout their life cycle? 	Life is different today than in the past. <ul style="list-style-type: none"> How do people travel differently today than in the past? What did Garrett Morgan invent? How did it make life easier? 	Read realistic fiction and identify the point of view it is written from. Write about something you find beautiful in your neighborhood.

¿Qué estamos aprendiendo esta semana?

Matemáticas	Ciencias	Estudios Sociales	Artes de Lenguaje
Definir el dinero ganado como ingresos. Identificar ingresos como una manera de obtener bienes y servicios, muchas veces teniendo que elegir entre lo que se desea y lo que se necesita. Contar de dos en dos, de cinco en cinco y de diez en diez para determinar el valor de una colección de monedas de un centavo, cinco centavos y/o diez centavos.	Las características de los seres vivos cambian a medida que crecen y se convierten en adultos. <ul style="list-style-type: none"> ¿Cómo cambian los animales como los peces a medida que crecen durante su ciclo de vida? 	La vida es diferente ahora que en el pasado. <ul style="list-style-type: none"> ¿Cuál es la diferencia entre la manera en que viajan las personas ahora y como lo hacían en el pasado? ¿Qué inventó Garrett Morgan? ¿Cómo hizo la vida más fácil este invento? 	Leer un texto de no-ficción realista e identificar el punto de vista del cual fue escrito. Escribe acerca de algo hermoso que encuentres en tu vecindario.

Desarrollo del idioma inglés

Leer un libro de ficción y utiliza las siguientes oraciones guías para hablar con un familiar y luego haz una lista que describa el escenario del cuento.



- The setting of the story took place in _____.
- The weather/season of the story was _____.
- If the story had taken place in another location, the story would have stayed the same or changed because _____.

During this week, complete the attached assignments.
Durante esta semana, completa los trabajos adjuntos.

Grade 1



Math Remote Learning Packet

May 4, 2020 - May 8, 2020

*****Fill this page out so we can give your work to your teacher*****

*****Completa esta hoja para entregar el trabajo a tu maestra/o.*****

Student Name / Nombre del estudiante:

Campus / Escuela:

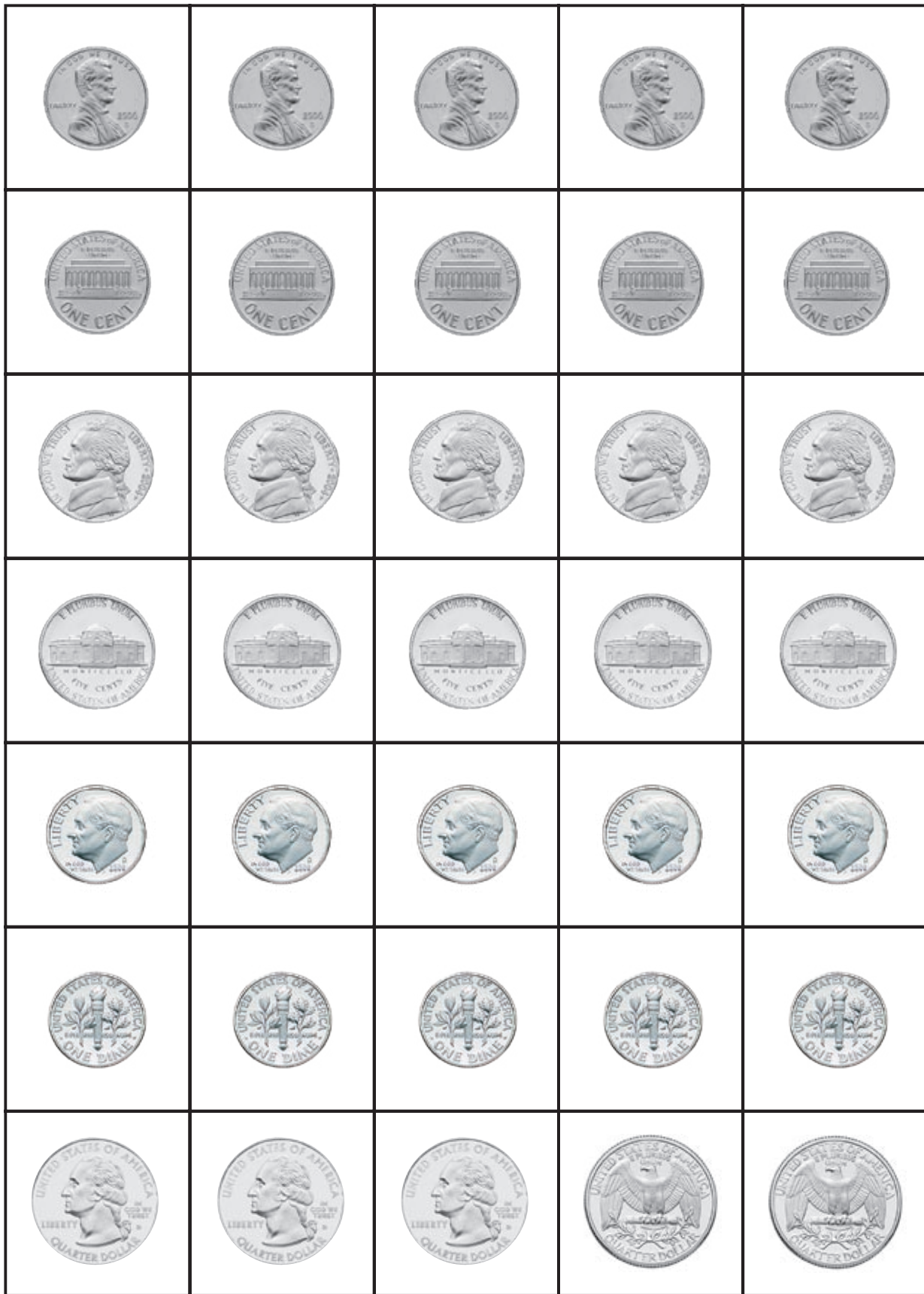
Id Number:

Teacher / Maestra/o:

Grade / Grado:

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Name _____



TEKS Number and Operations—1.4.A, 1.4.B
Also 1.4.C

MATHEMATICAL PROCESSES
1.1.C, 1.1.E

9.3 Quarters

HANDS ON




Essential Question

How can you find the total value of a group of coins?

Explore



Draw  to show how Marisa trades.

quarter

pennies





FOR THE TEACHER • Marisa knows a quarter has a value of 25 cents. She wants to trade some pennies for a quarter. How will Marisa trade?



Math Talk

Mathematical Processes

How many nickels would trade for a quarter?

Explain.



Model and Draw

A quarter has the same value as 25 cents.



or

quarter
25¢

How can you count quarters?



_____ ¢ _____ ¢ _____ ¢ _____ ¢

Share and Show



Use coins. Count. Write the total value.

1.



_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____

2.



_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____

3.



_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____

334 three hundred thirty-four

Name _____

Problem Solving

Count. Write the total value.

4.  _____

5.  _____

6.  _____

7. **H.O.T.** Matthew has 50¢ in his pocket. Draw the coins in his pocket.



8. **H.O.T. Multi-Step** Keira has 75¢. Wyatt gives her a quarter. What is the total value of her coins? _____



Daily Assessment Task

Use coins. Choose the correct answer.

9. **Use Tools** Count the coins. What is the total value?



- 63¢ 38¢ 53¢

10. **Multi-Step** Al has 4 coins. The value of the coins is 46¢. What coins does he have?



11.  **TEXAS Test Prep** What is the value of a quarter?

- 5¢ 50¢ 25¢



TAKE HOME ACTIVITY • Have your child count groups of quarters, dimes, nickels, and pennies, with a maximum total value of 100¢.

Homework and Practice



TEKS Number and Operations—1.4.A, 1.4.B
Also 1.4.C
MATHEMATICAL PROCESSES 1.1.C, 1.1.E

Name _____

9.3 Quarters

HANDS ON

Use coins. Write the total value.

1.



_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢ _____

2.



_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____

Problem Solving

Draw and label coins to solve.

3. Leila paid 75¢ for an ice cream cone.
Draw the coins Leila used to pay.

Choose the correct answer.

4. Jill finds these coins in her pocket.
What is the total value of the coins?



- 57¢
- 62¢
- 27¢

5. Count the coins. What is the total value?



- 71¢
- 61¢
- 66¢

6. **Multi-Step** Tom saves money to buy a game.
He puts 4 coins in his bank. The value of
the coins is 76¢. What coins does he have?



Name _____



TEKS Number and Operations—1.4.C
Also 1.4.A, 1.4.B

MATHEMATICAL PROCESSES
1.1.A, 1.1.C

9.4 PROBLEM SOLVING • Equal Amounts



Essential Question

How can acting out a problem help you solve the problem?



Unlock the Problem



Blake has 10 pennies. He counts the pennies by twos. What is the total value of the coins?

Read

What information am I given?

Blake has _____ pennies.

Blake counts the pennies by _____.

Plan

What is my plan or strategy?

I can _____ the problem.

Solve

Show how you solve the problem.






_____ ¢ _____ ¢ _____ ¢ _____ ¢ _____ ¢

Draw a different way to show the value of 10 pennies?



HOME CONNECTION • Your child used counters to act out the problem. The graphic organizer helps your child analyze the information given in the problem.

Try Another Problem

Act it out to solve. Use   .
Draw and label the coins you use.
Write the total.

- What information am I given?
- What is my plan or strategy?

1. Cameron has 6 nickels. How can he show the same amount in a different way?

2. Shelly has 4 dimes. How can she show the same amount in a different way?

3. David has 5 nickels and 1 dime. How can he show the same amount in a different way?

Math Talk Mathematical Processes




Explain how counting dimes by tens is faster than counting by ones.



Name _____


Share and Show




Act it out to solve. Use   .
Draw and label the coins you use.
Write the total.

4. Eva has 5 dimes and 10 pennies.
How can she show the same amount
in a different way?

Problem Solving

5.  Pam has 5 coins with a
total value of 45¢. She gives 2 coins
to Choi. What is the total value of
the coins Pam has left?



6.  **Multi-Step** Mike counted
5 coins by tens. Then he counted
6 coins by twos. Draw and write the
total value of the coins.



Daily Assessment Task

Use coins. Choose the correct answer.

7. **Apply** Ava saves 30 pennies. How many dimes show the same amount?

2 dimes

3 dimes

1 dime

8. Which coins show the same amount?



9. **★ TEXAS Test Prep** Pete has 2 nickels. Which shows the same amount in a different way?



TAKE HOME ACTIVITY • Ask your child to show 45¢ two different ways.

Homework and Practice



TEKS Number and Operations—1.4.C
Also 1.4.A, 1.4.B
MATHEMATICAL PROCESSES 1.1.A, 1.1.C

Name _____

9.4 PROBLEM SOLVING • Equal Amounts

Draw and label coins to solve.
Write the total.

1. Shari has 2 nickels and 3 dimes. How can she show the same amount in a different way?

Problem Solving

Draw and label coins to solve.

2. Jason buys an apple for 35¢.
He uses 6 coins to pay for the apple.
Draw the coins Jason used to pay.

Choose the correct answer.

3. Mrs. Washington counts 50 pennies.
How many dimes show the same amount?

- 10 dimes
- 5 dimes
- 2 dimes

4. Which coins show the same amount?



- 
- 
- 

5. Multi-Step Ted counted 3 coins by tens.
He counted 3 coins by fives. Then he counted
6 coins by ones. What is the total value
of the coins?





- 66¢
- 36¢
- 51¢

Name _____



Module 9 Assessment

Vocabulary

1. Circle the penny  . (p. 322)
2. Circle the nickel  . (p. 322)
3. Circle the quarter  . (p. 334)
4. Circle the dime  . (p. 322)



Concepts and Skills

5. Write the value of each coin.  TEKS 1.4.B



6. Describe how a dime and a penny are related.  TEKS 1.4.A

7. Describe how a quarter and a nickel are related.  TEKS 1.4.A

Choose the correct answer.


8. What is the total value?  TEKS 1.4.A



87¢

82¢

77¢

9. Mandy has 8 nickels. Which shows the same amount in a different way?  TEKS 1.4.C



10. Which coin has a value of 25 cents?  TEKS 1.4.A



Name _____



Unit 2 Assessment

Vocabulary

Use the words in the box to complete the sentence.

1. _____ to show $6 + 2$. (p. 214)


2. _____ to show $9 + 4$. (p. 244)

3. _____ to show $6 - 2$. (p. 258)

make a ten
count on
count back


Concepts and Skills

Use   to add and to subtract.

4. What is $9 - 3$?  TEKS 1.3.D

Think $3 + \underline{\quad} = 9$

So $9 - 3 = \underline{\quad}$

5. What is $10 - 6$?  TEKS 1.3.D

Think $6 + \underline{\quad} = 10$

So $10 - 6 = \underline{\quad}$

Count. Write the total value.  TEKS 1.4.A

6.



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢

7.



_____ ¢



_____ ¢



_____ ¢



_____ ¢



_____ ¢

Choose the correct answer.

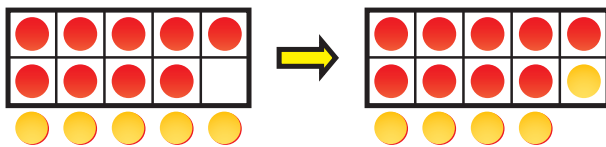
8. Which shows a way to take apart 10? ▶ TEKS 1.3.D

Step 1

Step 2

$16 - 6 - 1$
 $16 - 6$
 $16 - 7 - 1$

9. Which way shows how to make a ten to solve $9 + 5$? ▶ TEKS 1.3.D



- $9 + 5 + 4$
 $9 + 1 + 4$
 $4 + 5 + 4$

10. Count on to solve $7 + 2$. ▶ TEKS 1.3.D

- 7 2 9

11. Which is a doubles fact? ▶ TEKS 1.3.D

$$\begin{array}{r} 5 \\ + 5 \\ \hline 10 \end{array}$$

$$\begin{array}{r} 6 \\ + 5 \\ \hline 11 \end{array}$$

$$\begin{array}{r} 7 \\ + 8 \\ \hline 15 \end{array}$$

12. Which coin has a value of 25¢? ▶ TEKS 1.4.A



Name _____

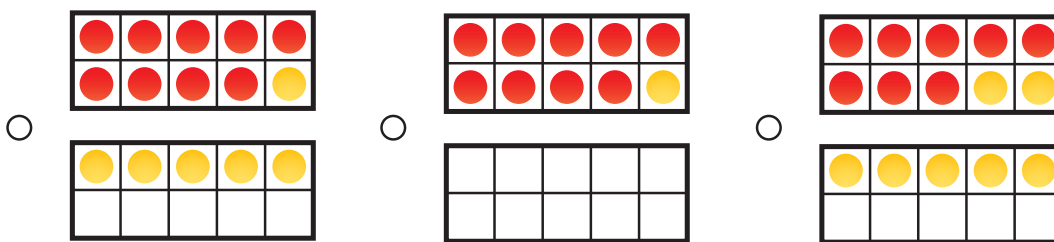
Choose the correct answer.


- 13.** Brandy has 2 dimes. Which group of coins has the same value?  **TEKS 1.4.C**



- 14.** Which shows a way to make a ten to subtract?  **TEKS 1.3.D**

$$15 - 9 = \underline{\quad}$$



- 15.** Allissa has 12 cupcakes. She needs 15 for a party. How many more cupcakes does she need?  **TEKS 1.3.E**

- 10 8 3

Choose the correct answer.

16. Which subtraction sentence is shown?  TEKS 1.3.F



$15 - 6 = 9$

$11 + 6 = 5$

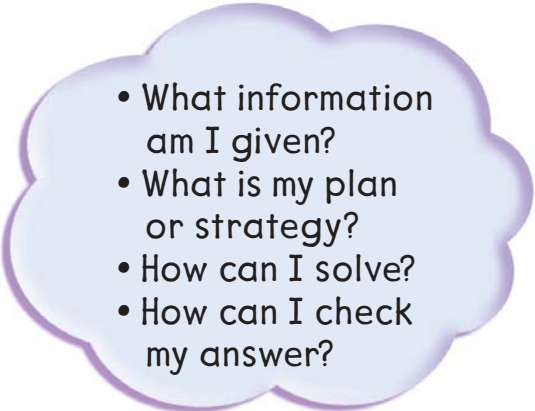
$18 - 8 = 10$

17. Use , , or real objects to solve.

Ben chooses 3 addends and finds the sum.

He uses the following strategies.

- Add 3 numbers.
- Add doubles.
- Make a 10 to add.
- Add in any order.



Show 3 addends Ben may choose. Write a number sentence and find the sum. Then use pictures or words to describe your model.

Justify. Explain why your answer is reasonable.  TEKS 1.3.D, 1.3.E



1st Grade
Science
Remote
Learning

May 4 - 8, 2020

Please return this packet
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Student Name:

ID Number:

Campus:

Teacher:

Fill this page out so we can give your work to your teacher

Student Name: _____
 Campus: _____
 Grade: _____

Id#: _____
 Teacher: _____

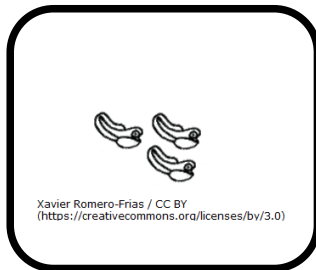
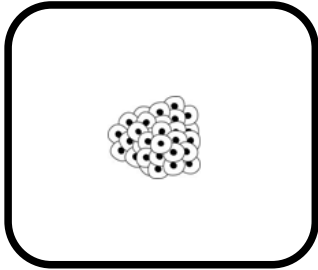
How do fish change as they grow throughout their life cycle?

1. **READ** the pages that tell about the life cycles of fish with a grown-up.
2. **OBSERVE** the life cycles of each fish on the **Fish Life Cycle Changes** page.
3. **TALK** about the ways each type of fish changes during its life cycle.
4. **COMPLETE** the chart to show the ways each fish changed in its life cycle.
 - **Circle** each way the fish changed during its life cycle (1 or more).
 - **Write** or **draw** to describe one of the changes you circled.

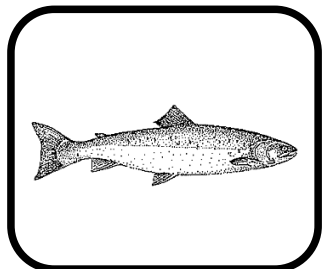
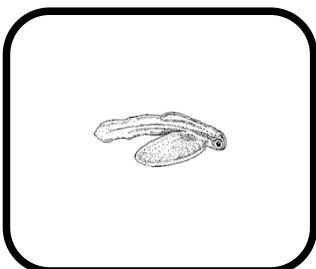
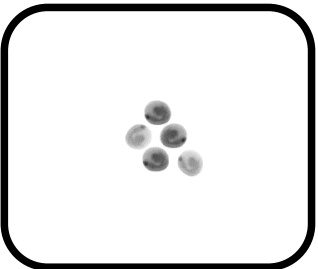
Type of fish	Ways fish changed	Describe a change you circled:
tuna	size shape color body parts	
salmon	size shape color body parts	
trout	size shape color body parts	
parrotfish	size shape color body parts	

Fish Life Cycle Changes

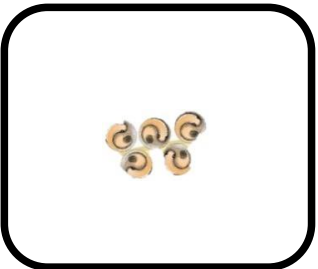
Tuna Life Cycle



Salmon Life Cycle



Trout Life Cycle



Clown Fish



Life Cycle

Clown fish lay eggs on **coral reefs**.

A female clown fish lays up to 1,000 eggs at a time.

Both parents guard the eggs.

After seven days, the eggs **hatch**.

The young fish find new anemones to live on.

Sea anemones sting fish.

Slime on a clown fish's **scales** protects it from stings.



Parrotfish



Body

Parrotfish are sea animals with colorful scales.

Their teeth look like the beak of a bird.

They are 1 to 4 feet (.3 to 1.2 meters) long.

Fins help parrotfish swim.



Life Cycle

Young parrotfish hatch from eggs laid in shallow water.

As a parrotfish grows, its body changes color many times.

Salmon



Food

Salmon eat **krill**, shellfish, and small fish.

Their thin, sharp teeth grab **prey**.

Some salmon also eat small plants.



Life Cycle

Salmon return to the same place they were born to lay a large number of eggs.

Female salmon can lay up to 7,500 eggs.

Trout



Body

Trout are **freshwater** fish.

A trout's scales can be many different colors and patterns.

A trout's scales change colors depending on where it lives.



Life Cycle

Female trout lay eggs in **freshwater**.

They hide the eggs under small rocks.

Alevins, or baby trout, hatch three to five months later.

Some trout live up to 20 years.



1st Grade
Social Studies Remote
Learning
May 4-8, 2020

Please return this packet to any PfISD campus that provides curbside meal pickup. Thank you!

Student Name:

ID Number:

Campus:

Teacher:

Student Name: _____

Campus: _____

Id#: _____

Teacher: _____

Life is different today than in the past.

1. The word transportation means “ways to move people or things from one place to another.”

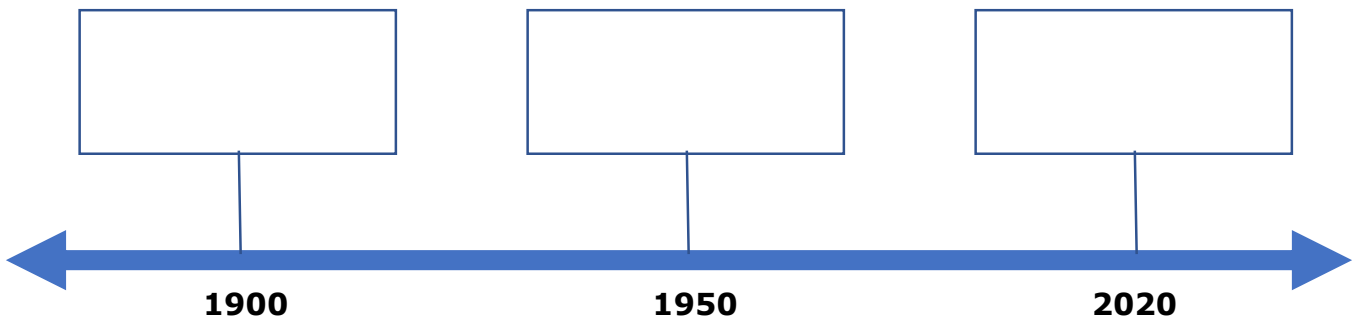
- Talk with your family. What kinds of transportation do you use?

2. How is transportation different today than in the past?

- Read or listen to a grown up read “Transportation Then and Now.”
- Talk with your family.
 - What kinds of transportation do people use in your community?
 - Did your grandparents have those kinds of transportation?
 - Did people have those kinds of transportation long ago?
 - Why do you think we have new kinds of transportation today?

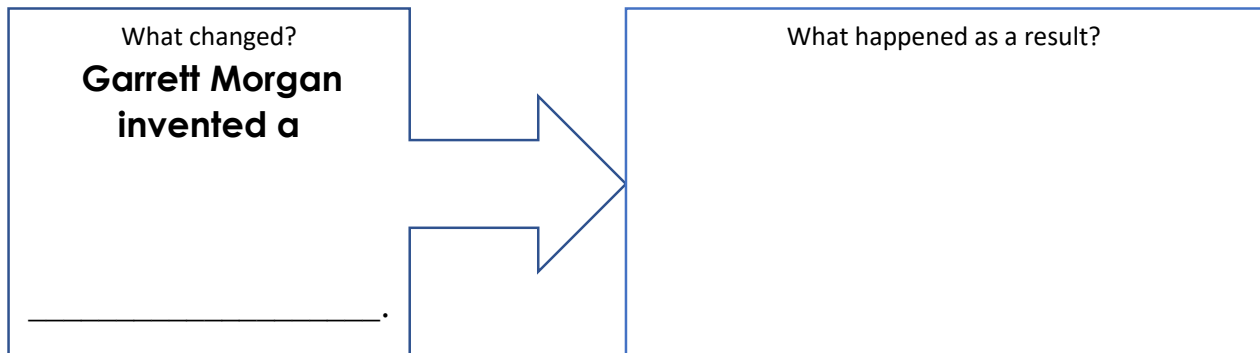
3. Make a timeline about transportation.

- Write one kind of transportation in each box.



4. Garrett Morgan invented something that made transportation better.

- Read about Garrett Morgan with a grown up. Find out what he did.
- Use what you learn to fill in this chart.



Transportation Then and Now

Frontier Transportation

In the 1800s horses and oxen pulled covered wagons across the **frontier**. Ships carried people along rivers and over oceans. The **transcontinental railroad** was completed in 1869. More people rode trains.



Transportation in the 1900s

As cities grew people rode in **streetcars** and **trolleys**. Some people rode bikes. Gas **engines** ran vehicles. Cars such as the **Model T** became popular. By the 1930s planes carried people across the country.

Transportation in the 1950s

By the 1950s most people owned cars. Highways were built for all the new cars. Trains and trucks carried goods from coast to coast. People took buses to work and school. Larger cities built **subways**.



Transportation Today

Today cars are the main form of U.S. transportation. In cities, millions of people ride **subways** every day. Others travel in buses or **taxis**. Some still ride bikes. People travel around the world on jet planes.

Glossary Terms

engine - a machine that changes an energy source into movement

frontier - an undeveloped area where few people live; frontier areas lie between settled territory and wilderness

Model T - the first widely available automobile with a gas engine

transcontinental railroad - a railway that runs from coast to coast

trolley - an electric street car that runs on tracks and gets power from an overhead wire

streetcar - a passenger vehicle that runs along rails on city streets

subway - a system of trains that runs underground in a city

taxi - a car with a driver whom you pay to take you where you want to go

Garrett Morgan's Traffic Signal

Directions:

Take turns reading.



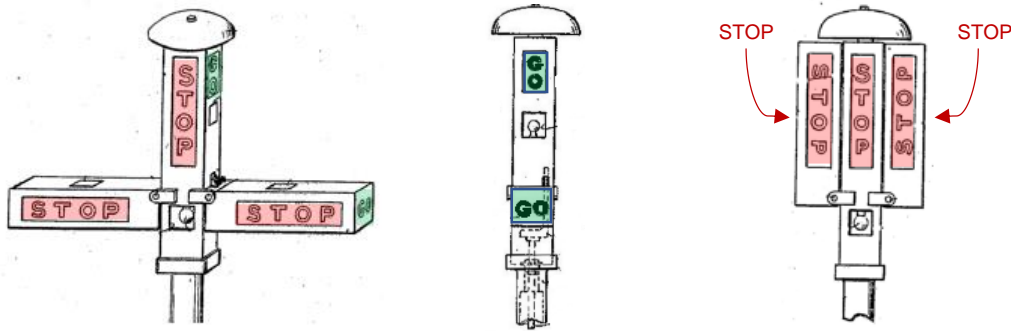
1st Grader: Lots of people are going places.

Grown Up: People traveled by street car, car, horse and buggy, and walking in the 1920s. Cars were not very fast then, but they were faster than buggies and people walking.

1st Grader: Garrett Morgan saw that roads were not safe.

Grown Up: Traffic signals only said STOP and GO. There was no time between STOP and GO. Traffic signals changed suddenly, so buggies and people couldn't always get out of the way.

1st Grader: People got hurt.



Grown Up: Garrett Morgan invented a traffic signal. It had arms that went up and down. It could stop traffic in two directions, so vehicles in the other two directions could go.

1st Grader: It could also stop all traffic. People could walk across.

Grown Up: Our traffic lights today are based on Garrett Morgan's invention.



City of Austin



1ST GRADE ELA REMOTE LEARNING PACKET

May 4-8, 2020

Student Name:

ID Number:

Campus:

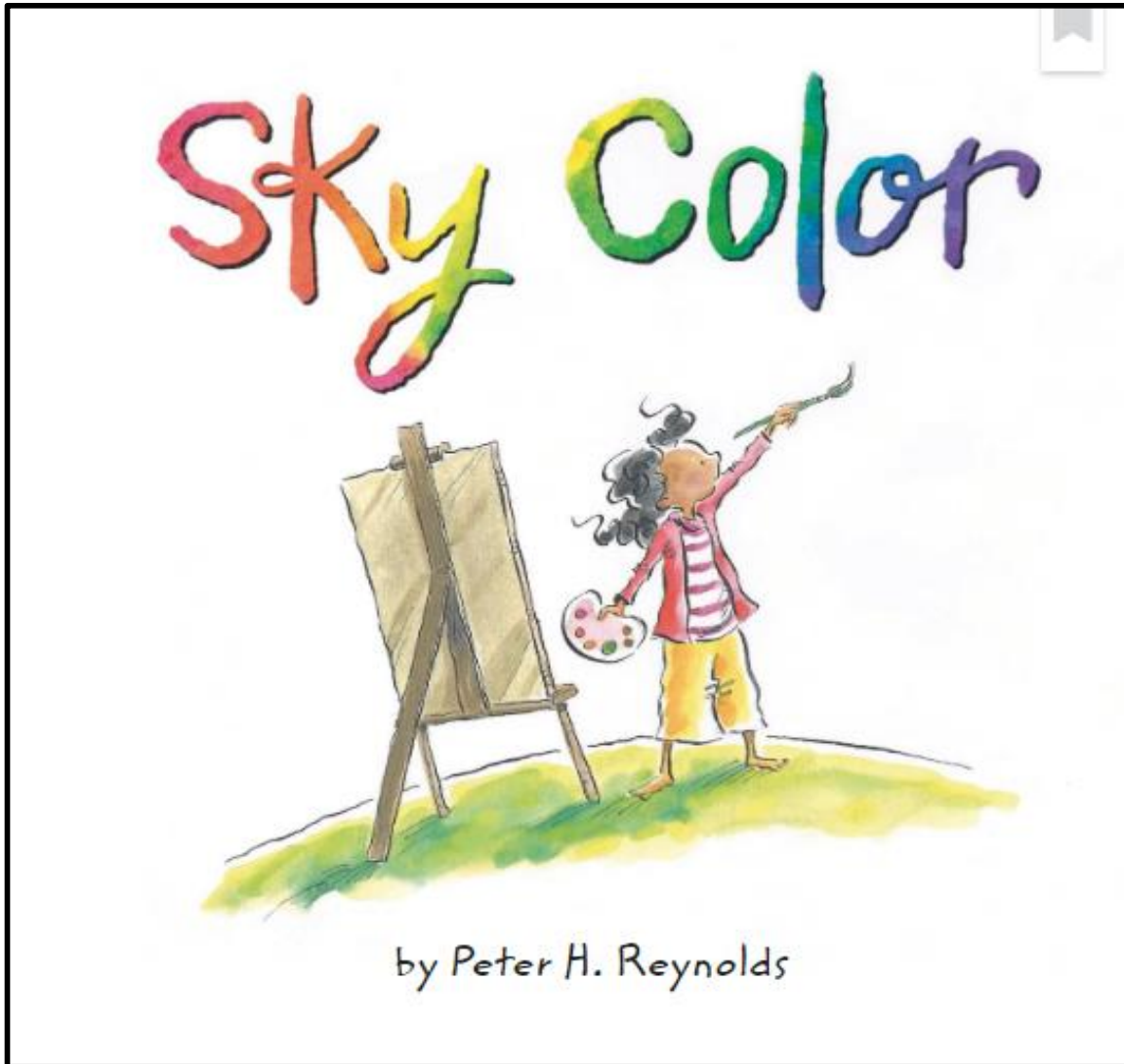
Teacher:

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Thank you!

Read and enjoy the realistic fiction text – *Sky Color*. Remember realistic fiction stories are made up but could happen in real life. Look for:

- Characters who act and talk like real people
- Events that could really happen
- Ways pictures and words help you understand the story



Marisol was an **artist**.
She loved to draw and paint,
and she even had her very
own **art gallery**.



Not all her art hung in a gallery.
Much of it she shared
with the world.





*She painted posters
to share ideas she
believed in.*



*At school, Marisol was famous for
her creative clothes, her box of art supplies,
and her belief that everybody was an artist.*

Yes, Marisol was an artist through and through. So, when her teacher told the class they were going to paint a mural for the library, Marisol couldn't wait to begin.



The classroom buzzed with the sound of brainstorming. The students talked and sketched. Together they made a great big drawing.



Then they marched to the library.
"I'll paint a fish!" "I'll paint one, too."
"I'll paint the ocean!"
Marisol shouted, "I'll paint the sky!"

Marisol rummaged through the box of paint but could not find any blue.

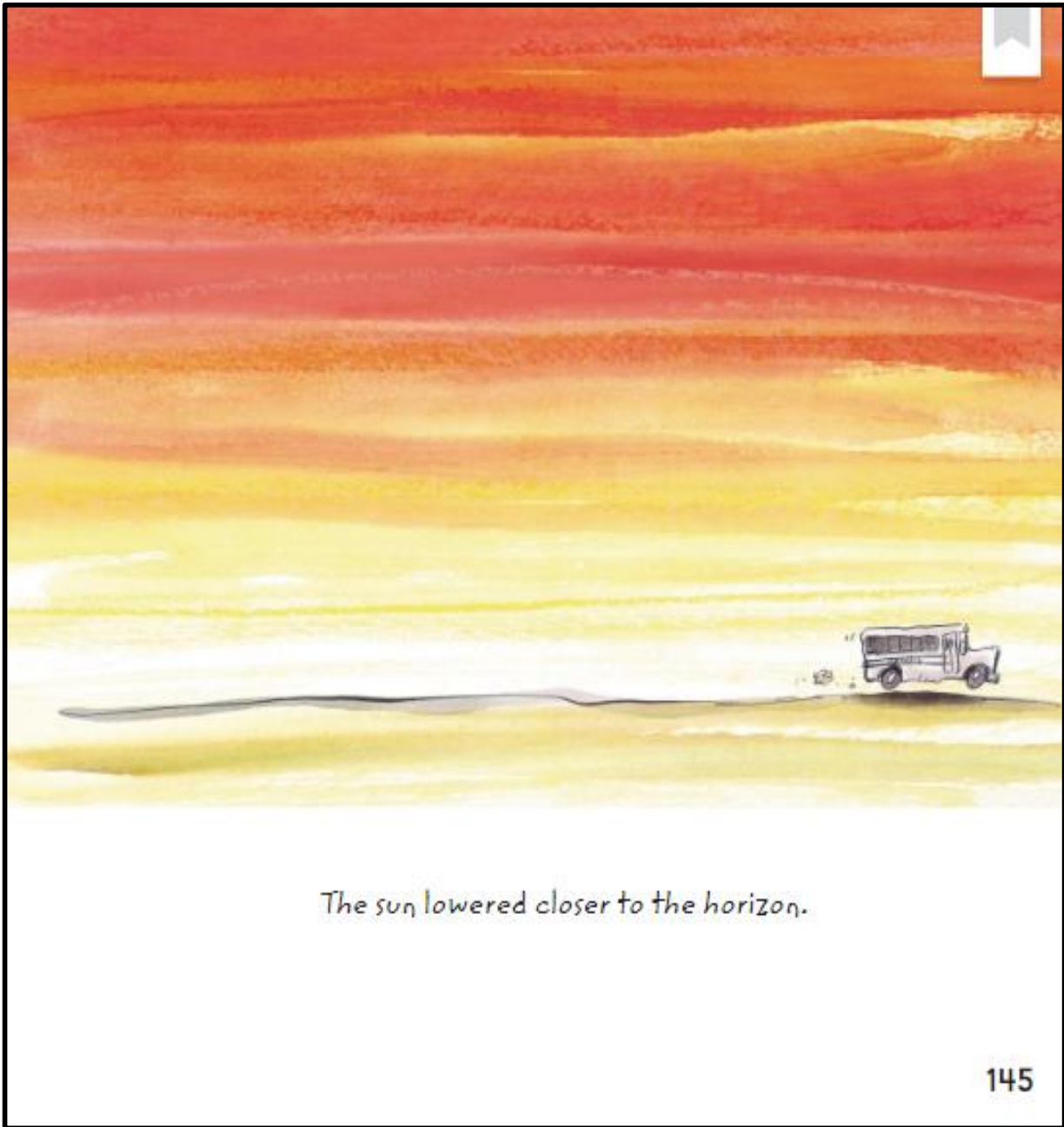


“How am I going to make the sky without blue paint?”

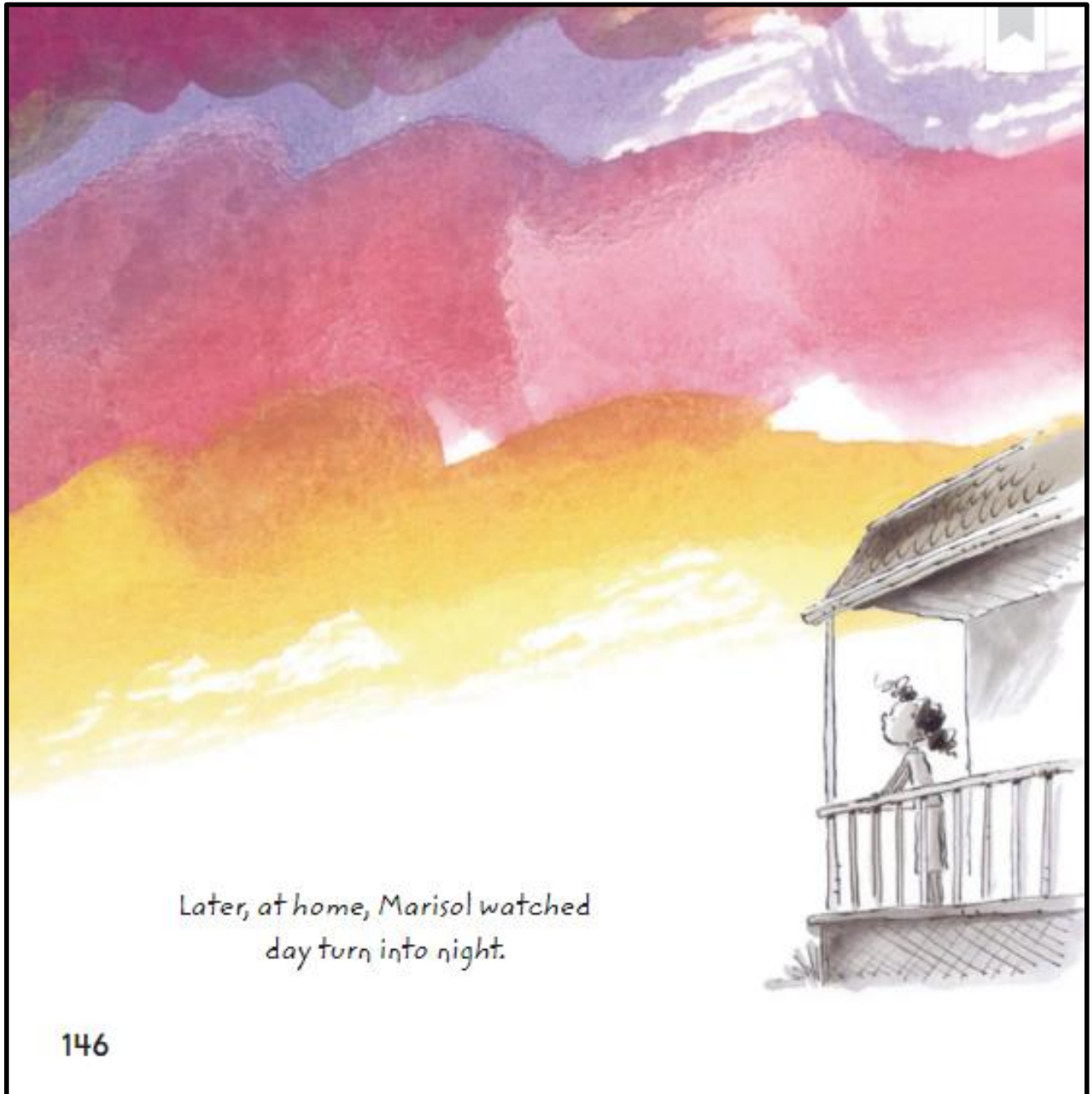
The bell rang. It was time to put their brushes down for the day. As she climbed aboard the bus, Marisol kept wondering.

All the way home, she stared out the window.





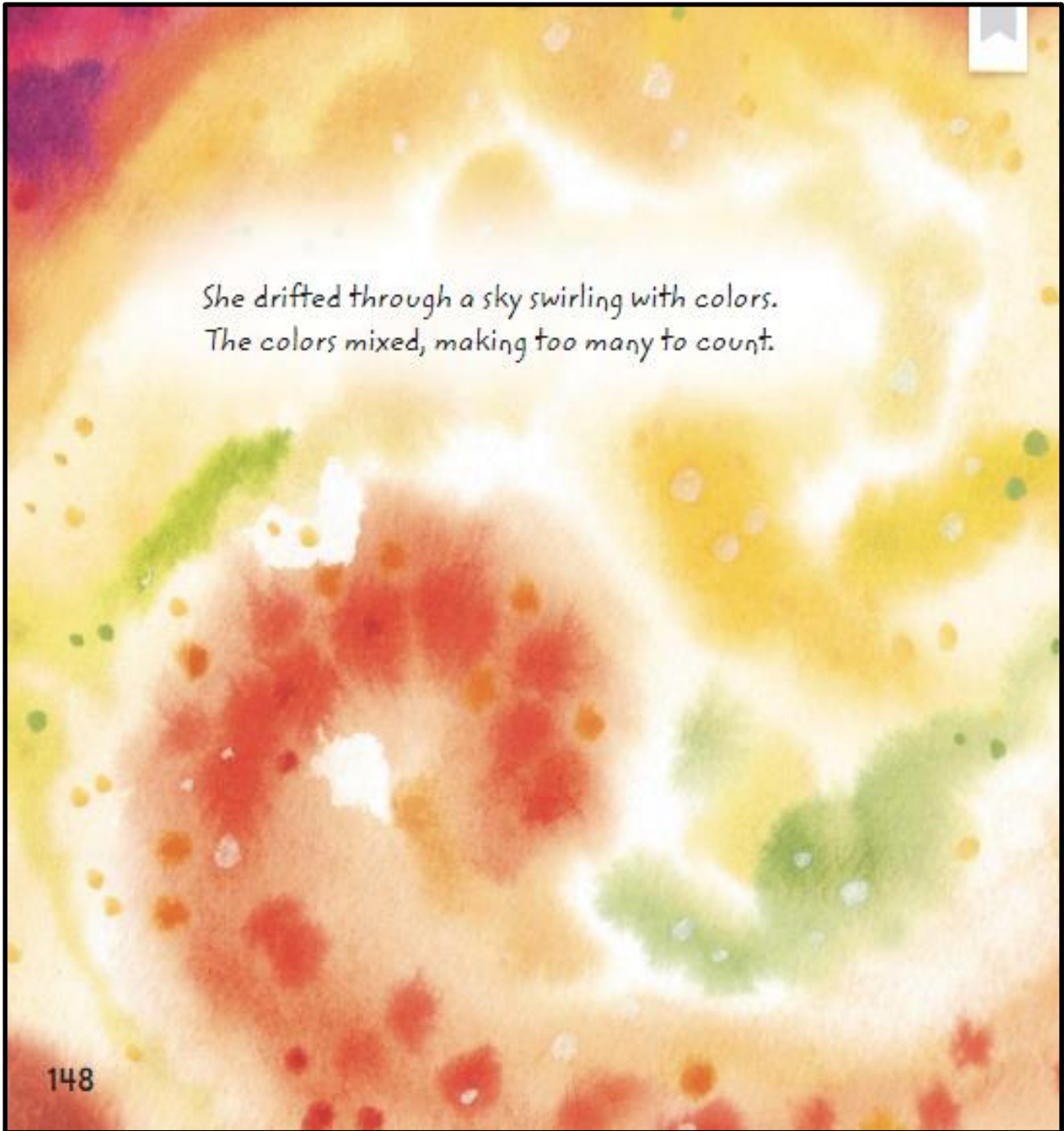
The sun lowered closer to the horizon.



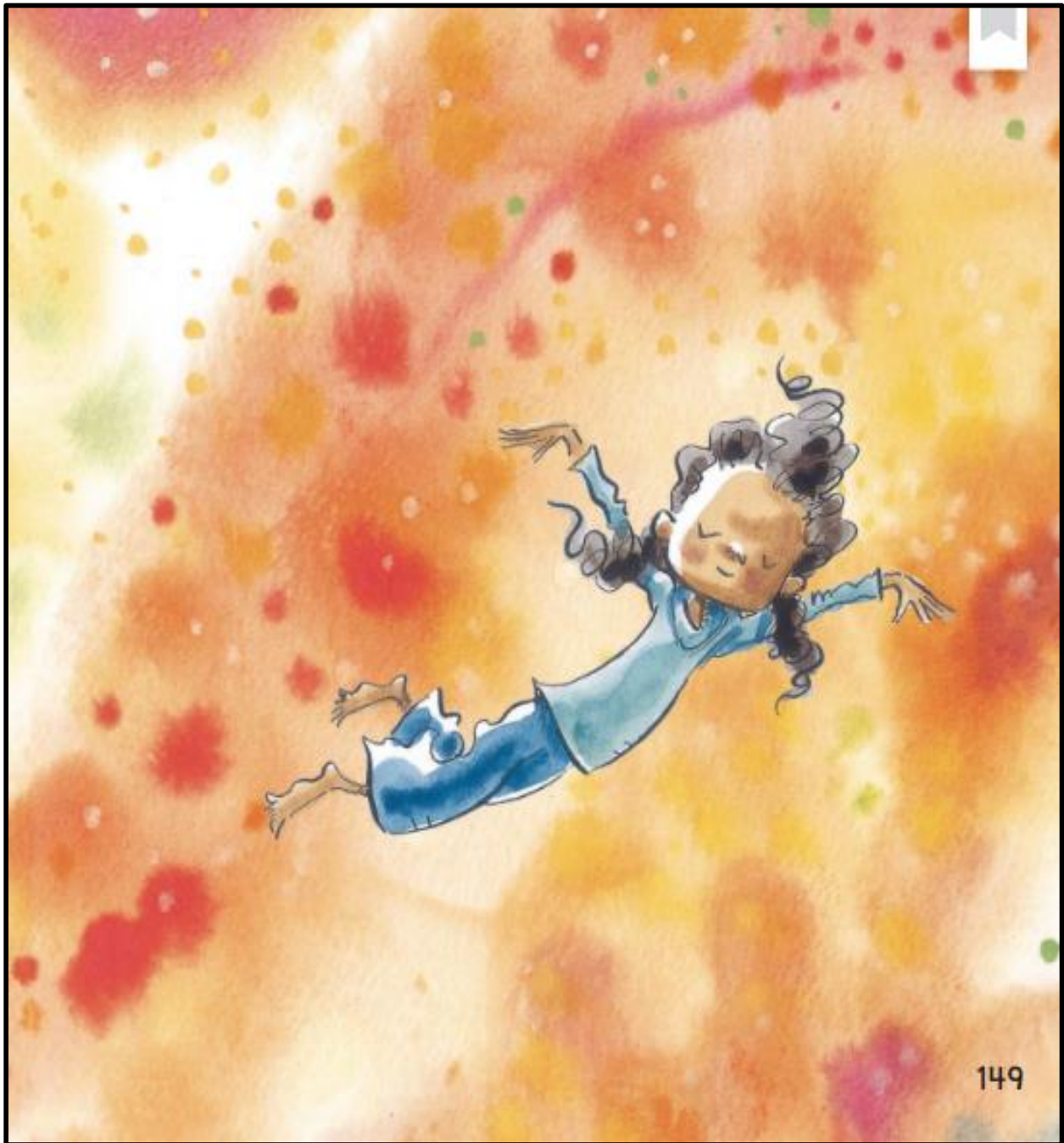
Later, at home, Marisol watched
day turn into night.

That night, Marisol settled
into a deep dream.





*She drifted through a sky swirling with colors.
The colors mixed, making too many to count.*





In the morning, Marisol stood
waiting for the bus in the rain.
The sky was not blue.
She smiled.

At school, Marisol raced to
the library. She grabbed a
dish and began adding colors.
This one, that one. She
swirled the brush to make
an altogether new color.



Marisol then began painting on the wall.
A boy asked, "What color is THAT?"
"That?" Marisol said. "THAT is sky color."







The author's purpose for writing this story was to entertain. Someone's point of view is the way he or she sees things happen. Use the anchor chart below to learn more about Point of View.

Point of View

Someone's point of view is the way he or she sees things happen.

WHO tells the story?

THIRD PERSON	FIRST PERSON
A person who is NOT in the book is telling it. Look for the words he, she, or they.	A person who is in the book is telling it. Look for the words I, me, or my.
	

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Let's Think About Point of View

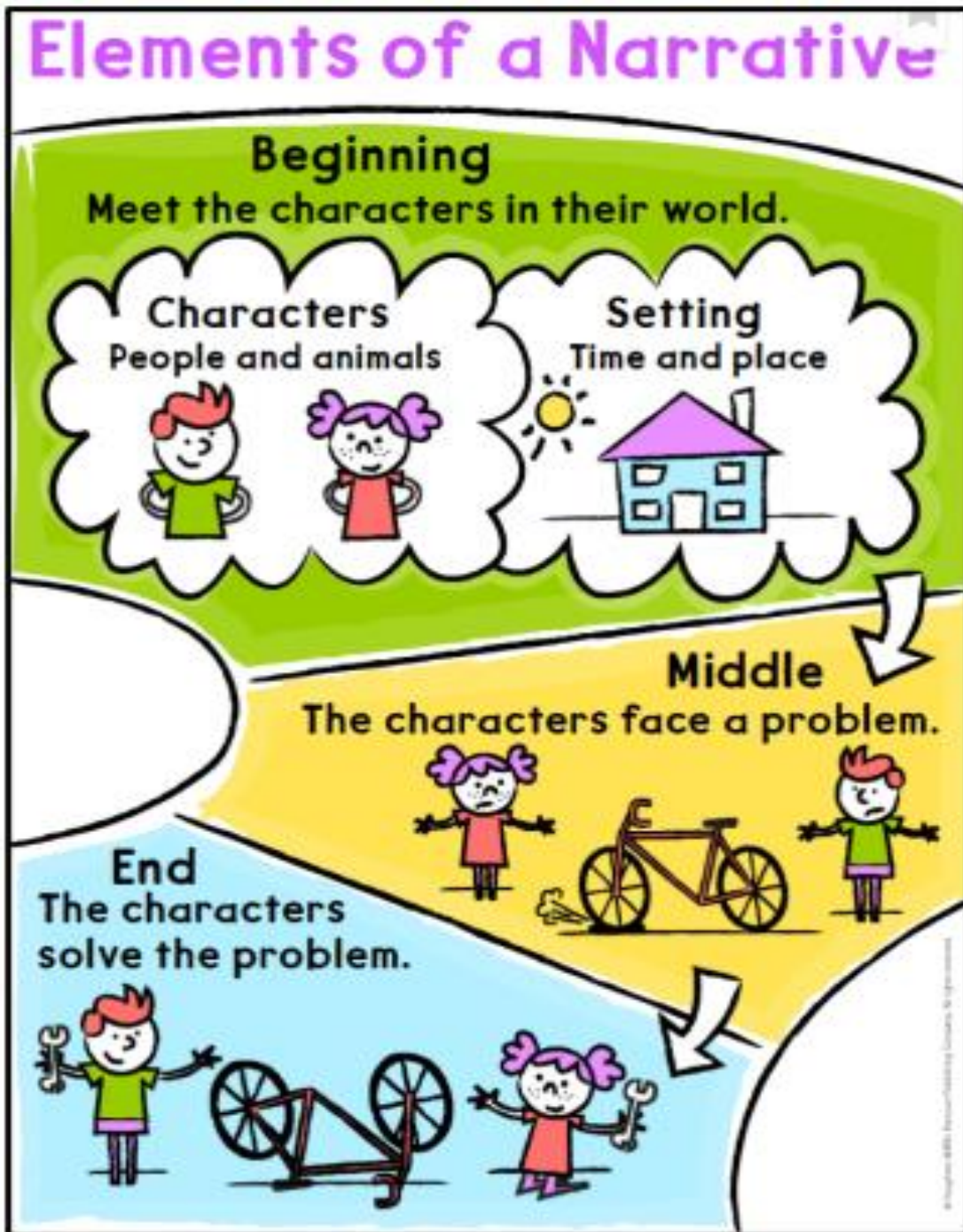
1. What point of view is *Sky Color* written in? What clues from the story let you know that?

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated three times.

2. Write a first-person paragraph that Marisol might write to tell about her dream. Be sure to use words such as I, my, and me in your paragraph.

Handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line, repeated ten times.

This week, you will be writing a Personal Narrative about something you find beautiful in your neighborhood. Use the anchor chart below to help you remember the important elements in a narrative.



To help you focus on your story telling about something you find beautiful in your neighborhood, use the graphic organizer below to capture your ideas.

Prewriting

Name _____

Star Organizer

Write the title of your story in the star. Then complete the organizer with your story ideas.

What?

Why? Where?

How? Who?

Use the graphic organizer below to think about the beginning, middle and end of your story. Don't forget to revisit your Star Organizer to make sure you include those ideas in your story events as well.

Name _____

Drafting

My Story Outline

Use your Star Organizer to help you write a beginning, middle, and end in the chart.

Beginning	Middle	End

Use the paper below to write your Personal Narrative telling about something you find beautiful in your neighborhood.

The form is enclosed in a decorative border with a repeating pattern of loops and swirls. At the top, there is a large rounded rectangle for a drawing. Below the drawing is a horizontal dashed line. The main body of the form consists of ten sets of primary writing lines, each set including a solid top line, a dashed midline, and a solid bottom line.

Use the Writing Checklist below to make sure your Personal Narrative is the best it can be.



Check Your Writing!

Your name is on the paper.
Essay by **Derek**

Each sentence starts with a capital letter.
The apple is crunchy.

Each sentence has end punctuation.
Did you know? **?**
Birds build nests. **.**
It's exciting! **!**

People's names and "I" are capitalized.
Today, **Matt** and **I** are playing.

Commas are used in a series.
My scarf is red, orange, and yellow.

Pronouns are used correctly.
They gave me a present.

Compounds are formed correctly.
Lena and I played on the swings and the slide.

Words are spelled correctly.
Always use a ~~dikshunery~~ dictionary.

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Name _____

Suffixes *-ful, -less, -ly, -y*

A **suffix** is a syllable, or word part, added to the end of a word to change its meaning. The **suffix *-ful*** means "full of," as in **helpful**. The **suffix *-less*** means "without," as in **careless**. The **suffix *-ly*** means "in that way," as in **loudly**. The **suffix *-y*** means "like," as in **snowy**.

► Choose and write a word to complete each sentence.

1. The car drives _____ down the street.

quickly quitting quacked

2. I like to fly a kite on a _____ day.

wildly windless windy

3. If you do not lie, you are _____ .

toothless truthful thanking

4. He is so brave that he is _____ .

fearful fearless fearing

Name _____

Suffixes *-ful, -ly, -y*

You can add a suffix, or ending, to a base word to change the word's meaning. Some suffixes are *-ful, -ly,* and *-y*.

trick + y = tricky hope + ful = hopeful

► Read each clue. Unscramble the word. Write the Spelling Word correctly on the line.

1. Hard ykctri _____

2. Full of hope pelufho _____

3. Tiny bits of dirt sudt _____

4. Not cool mwra _____

5. Not clean yutsd _____

6. Giving help lplufhe _____

Spelling Words	
Basic	
warm	
warmly	
dust	
dusty	
trick	
tricky	
help	
helpful	
hope	
hopeful	
Review	
wishing	
mailed	
staying	
jumped	



Read the words you already know and pick three new words to learn to read.

Weeks	1st Grade High Frequency Word Checklist for Testing								
1	go	is	like	see	the	this	to	we	
2	a	first	good	had	he	I	my	was	
3	and	find	for	just	many	one	she	then	
4	are	buy	little	said	too	up	will	you	
5	do	live	of	our	wants	what	with	your	
6	about	eat	how	make	out	put	takes	who	
7	day	every	fly	have	look	made	they	write	
8	all	down	four	from	her	now	saw	went	
9	by	call	could	know	some	there	were	would	
10	be	here	me	play	started	today	use	very	
11	jump	right	say	their	walk	way	where	why	
12	after	before	does	don't	grow	into	no	wash	
13	around	came	found	other	people	two	worked	well	
14	again	away	because	cold	fall	full	or	pretty	
15	any	done	laugh	long	move	pull	teacher	think	
16	another	gave	house	over	own	read	water	white	
17	always	began	better	gives	hurt	shall	should	things	
18	carry	draw	eight	even	goes	may	seven	shows	
19	animal	heads	keep	let's	point	something	voice	won't	
20	below	far	hear	hold	old	only	open	round	
21	air	different	drink	enough	never	small	through	under	
22	along	answer	children	going	mother	talk	upon	woman	
23	bring	eyes	family	girl	move	soon	together	warm	
24	brown	few	funny	myself	new	once	thank	words	
25	almost	also	between	ever	food	really	sing	three	
26	boy	door	father	maybe	nearest	says	shouted	until	
27	above	blue	knew	number	push	sure	took	watch	
28	begin	brother	front	picture	room	someone	sometimes	young	
29	been	heard	hurry	learn	loved	often	study	world	
30	bear	color	happy	money	music	second	sound	without	
31	an	as	at	but	can	did	each	get	
32	has	him	his	if	in	it	more	not	
33	oil	on	part	sit	so	than	that	them	
34	time	which	ask	back	big	tell	end	off	
35	form	great	these	hand	help	home	man	land	
36	large	letter	line	most	much	must	name	need	